DOCUMENT RESUME

ED 154 739 HE 010 058

AUTHOR Overall, Jesse D., IV
TITLE The National Youth Administration.
PUB DATE 76
NOTE 25p.; Paper presented at the national symposium on historical and contemporary problems in financing higher education (UCLA Graduate School of Education, Fall 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Access to Education; Administrative Organization; Bibliographies; *Educational History; *Federal Aid; Federal Government; Government Role; Higher Education; Student Employment; *Student Financial Aid; *United States History; *Work Study Programs
IDENTIFIERS *National Youth Administration; *Works Progress Administration

ABSTRACT

The background and history of the National Youth Administration's College and Graduate Student Work Program, a post-Depression work-study program, are discussed. The program is viewed as an early and important step in broadening higher education opportunity in the United States. Appended are texts of the original executive orders creating the National Youth Administration and student aid projects within the Works Progress Administration, an organization chart, limited statistical data, and a bibliography. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154739

THE NATIONAL YOUTH ADMINISTRATION

by

Dr. J. U. Overall, IV

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. U. Overall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

[Paper presented at the Symposium on Historical and Contempory Problems in Financing Higher Education, UCLA Graduate School of Education, Fall 1976]

HE 010 058

THE NATIONAL YOUTH ADMINISTRATION

No historical study about our Government's role in the financing of higher education would be complete without considering the significance of the National Youth Administration's College and Graduate Student Work Program(C&GSWP). The evolution of this unique program was an important influence on greater Federal participation in the financial problems of education, and had immediate and far-reaching consequences for educational finance. In these next few pages, the National Youth Administration's C&GSWP will be viewed from several perspectives: (1. its background and evolution, (2. its nature and beneficiaries, and (3. its points of controversy and influence on present-day policy. Given these perspectives, the reader should be able to more fully understand the nature of school-Government relationships today.

The creation of the National Youth Administration(NYA) by an Executive Order of the President was influenced by many conditions. To begin with, the country had been in an economic depression signaled earlier by the stock market crash of 1929. The causes of this depression were complex, but their implications for many in the 16-24 age group were felt in the obvious ways: no full-time jobs after graduation, no training programs from which to base entrance into an increasingly technological economy, and no part-time work from which to earn money to stay in school. A Federal Security Agency(FSA) report in 1944 revealed that in 1930, almost 28% of all unemployed were youth in the 15-24 age group. By 1936, this age group made up almost 36% of all unemployed, and this figure does not reflect the large number who were underemployed or seeking work for the first time.

As the depression deepened, there began to grow in our country an increasingly large group of young people who lacked the means and alternatives necessary to survive within the existing societial structure. This development was alarming to many who recognized the similarities of this situation to that facing European countries right after World War II. The seriousness of the problem there had been reduced either through the formation of work camps, or through establishment of youth groups for recreational and service opportunities. However, few could forget Adolf Hitler's recent conversion of the apolitical Jugendbewegmung into his Hitler Jugend, a political arm of the brown-shirted SA. Clearly, an approach providing useful activity to the increasing number of idle youth without requiring undemocratic political actions was sorely needed.

A more indirect factor was the increasing attention which had been focused on the equality of educational opportunity available not only to different racial groups, but also to groups in states largely rural in orientation. As our industrial base increased, and agricultural knowledge expanded and improved, the proportion of the population living in rural areas began to decrease. More and more people simply left the farms for opportunities in the city. Because those states with developing urban areas were usually the ones which had the most to spend on education, an increasing inequity in educational opportunity became apparent between those states and ones which were mostly agricultural. It was no wonder then, that the problem of idle youth was most prominent in the rural areas.

Then too, colleges and universities had enjoyed great expansion in attendance during the decade right after the war, and the first few years after 1930 saw an enrollment decline of about 10%. Thus, existing facilities went unused, as students--unable to afford tuition, or required to work for their own family's survival--were forced to leave. This predicament helped further the widely-held notion that by allowing students to remain in school for longer periods of time, fewer new names would be added to unemployment rosters, and unusued facilities could be used to produce intelligent manpower for the future. As the Advisory Committee on Education saw things in 1938: "At present, with large reserves of idle labor and productive capacity, the effect of an enlarged educational program is not to reduce other activities but rather to salvage resources that are being wasted." (1:30) A more pedestrian source put it this way: "Many of them would have been no better off anywhere else. At the colleges they could suffer undernourishment in attractive surroundings, and in the classrooms and college libraries they could at least find warmth." (6:157)

Finally, existing Federal programs were inadequate to cope with the magnitude of the situation. The Works Progress Administration(WPA) dealt only with unemployed family wage earners; the Civilian Conservation Corps(CCC) focused its limited resources solely on males between the ages of 18 and 25 from families already on public relief rolls. These programs offered little hope to the many 17 year olds who were just entering college, those who needed part-time employment, or those who were women.

Experiences with student aid on a trial basis in 1933 and 1934 provided the evidence needed to justify a large-scale Government commitment. In the fall of 1933, the Federal Emergency Relief Administration(FERA) established a trial program at the University of Minnesota. Students were given the opportunity to do part-time work which would benefit their institution. In return, students were reimbursed up to a certain maximum amount per month.[1] So enthusiastic was the response to this experiment that in February, 1934, the FERA was permitted to make Federal funds available to all non-profit institutions of collegiate character for employing students in need of assistance. Positive results from this effort led to President Roosevelt's historic Executive Order number 7086 of June 26, 1935, which created the NYA. (See Appendix A)

Initially, the NYA was under administrative supervision of the WPA.[2] Program development went smoothly, and by August 29, 1935, Executive Order 7164 had transferred all project direction responsibilities to the NYA Administrator, Mr. Aubrey Williams. On July 1, 1939, the NYA was transferred from the WPA to the FSA where it remained until coming under jurisdiction of the War Manpower Commission(WMC) on September 17, 1942. Final program termination occurred as of January 1, 1944.

---

[1] the rate of pay could be no higher than rates for similar work paid to other workers in the area.

[2] why the NYA was not placed under the initial control or supervision of the Office of Education is a question the reader may well wish to ponder; however, its answer is outside the present scope of this paper. Interested readers may find source 1 a good starting point.

Basically, the NYA embraced five different programs during its existence:

1. the student work[1] programs on both college and high school levels.

2. the work projects program, which assisted youth having little interest in continuing their schooling to gain work experience and to develop basic skills.

3. the occupational guidance and placement program.

4. the apprentice training program.

5. the educational camps for women.

The C&GSWP was itself a part of the general student work program (number 1 above); its objectives were twofold:

1. provide youths who could do "satisfactory" college work the opportunity for part-time employment which might make the difference in their continued attendance.

2. provide youths with an educational experience which would both strengthen their chances to gain employment in the increasing number of areas requiring college-level training, and would also relieve pressure on the labor market in the short run.

These objectives were pursued through an organizational structure (see Appendix B) which emphasized decentralization. While general policies were made in Washington by the Administrator and his National Advisory Committee, the bulk of the effort was carried out on the institutional level. Management of an institution's program was left to institutional officials who reviewed and forwarded aid requests for approval, and sought out the work projects which would benefit their institutions.

---

[1] before academic year 1940-41, the program was referred to as the student aid program; however, "aid" was replaced by "work" because it seemed a more appropriate word.

To request inclusion in the C&GSWP, officials submitted--in affidavit form--certification that their college[1] or university[1] was a non-profit, tax-exempt organization; was considered a bona fide educational institution by their state educational officer; and operated day sessions. Once institutional eligibility was established, allocations were based on the number of undergraduates and graduates aged 16 through 24 who were enrolled for at least 3/4 of a normal schedule during day sessions. This number was then multiplied by a percentage figure determined once each year (see Table 1, Appendix C) which projected the absolute amount of the allocation available during that academic year. The only stipulation made was that the average value of awards made to students in one month could not exceed $15, and that certain minimum and maximum amounts had to be observed. (see Table 2, Appendix C)

Student eligibility was largely decided at the institutional level, subject to the review and approval of NYA state and national officials. In an application, each student had--among other requirements--to:

*produce satisfactory evidence that this aid was essential to his continuence of schooling. (generally, parental certification of annual income level was sufficient; being on relief was not in itself a requirement)

*be of good character.

*carry at least 3/4 of a normal schedule; perform satisfactorily on school work.

*execute an oath of allegiance to the United States.

*certify that he had never advocated, or belonged to an organization which advocated, the overthrow of the Government through force or violence.

---

[1] college or university was defined for NYA purposes as any educational institution requiring high school graduation or equivalent for entrance.

Once eligibility was determined, the student was ready to participate in work supplemental to that of the institution. A primary aim was to combine individual interests with beneficial projects; however, such opportunities were not always available. Specific jobs such as research work, laboratory assistance, maintenance work, and public welfare work indicate the wide range of opportunities which were usually available.

At this point one might ask about the type and background of college students aided under this program. For the most part, parents of NYA students were in the lower income brackets. Over two-thirds of the parents of academic year 1939-40 NYA students earned annual incomes under $900. Many were unemployed, underemployed, or engaged in agriculture; large numbers were WPA workers, operatives, or domestic workers. Over one-fifth of all youth in the program were in families which had no employed members.

Student participation was concentrated largely in the first two undergraduate years. In academic year 1939-40, 63.3% of NYA C&GSWP participants were freshmen or sophomores; a mere 2.7% were graduate students.

From academic year 1935-36 through 1941-42, approximately 1,019,000 different students participated in the program, earning a total of $89,468,753. This means that about 10% of college and university attendees carrying at least 3/4 of a full academic load received NYA assistance each year (see Appendix C, Table 3). Sources have estimated that NYA payments met anywhere from 10-50 percent of student expenses. In addition, it is significant to note that because of the limited amount of total funding available annually for each institution, only about 20-25 percent of the applicants could be accommodated.

NYA student scholarship provides an indication of the program's value. In two different surveys[1], NYA program participants' grade point averages were compared with those of non-participants, with the following results:

Percent of Institutions reporting NYA students with--

HIGHER GPAs	SAME GPAs	LOWER GPAs	Academic year	Nr. Instit. Reporting
62%	26%	12%	1935-36	270/1670
81%	04%	15%	1938-39	696/1790

One very important aspect of the C&GSWP was its specific provision for minority opportunities. Negro youth received no special treatment when it came to applying for regular NYA support. However, each institution was expected--though not legally bound--to make a "fair"[2] allocation of work to Negro students. An additional, though not inexhaustable, source of funding was made available to those Negro students who, for one reason or another, could not receive assistance under an institution's regular program. This source of funds was available to a limited number of students beginning with the 1936-37 academic year, and was issued as an increase to an institution's normal allotment. As a result of regular and supplemental awards, the percentage of Negroes aided approximated the percent of total school enrollment which they represented. To provide additional impetus to this program, a special assistant for Negro affairs was attached to the Washington office.

---

[1] results for academic year 1935-36 were obtained from source 6; and those for academic year 1938-39 were obtained from source 4.

[2] the definition of fair appears to have been left up to the individual institution.

Having viewed the C&GSWP in evolution and operation, it is now time to look at some of the major points of controversy which surrounded this approach to Federal assistance. In the first place, there was the ever present fear--still voiced today--that the provision of Federal funds in the form of financial aid would lead to a loss of institutional autonomy, and the beginning of Federal control. Of course, the funds were not paid to institutions, but to the students themselves. The colleges and universities received no direct support in recompense for providing work opportunities at their institutions; however, they did receive direct benefit from the work done, and indirect benefit through student fees. In addition, the selection of an institution for participation in the program was done by institutional initiative. The Federal government exercised no control over participants either through accreditation procedures or fiscal control. If an institution was certified as an educational one by the chief state school officer, and met the other requirements mentioned previously, it was eligible to participate. In addition, the Federal government made money available to institutions based on a percentage of the enrollment carrying three-fourths of a normal load or better. Thus, the amount of money an institution received was based solely on its enrollment.

Others questioned whether private institutions should participate in this largess to the same extent as public ones. Again, however, the precedent of providing the aid to <u>students</u>, not to <u>institutions</u>, proved strong enough to stave off most opposition on this point.

Still others felt that this program might lead to the competition of Federal and public or private institutional employees for jobs. Specific provisions were made by the institutions concerned to prevent the displacement of employees. Only jobs which were not normally filled by these regular employees would be opened to students.

Finally, there were those who criticized such assistance as being a dole, and feared that young people who really needed the money would not receive it. It was a well documented fact by that time that many capable students never applied to college because of financial reasons. Thus, many felt that the program did not go far enough. As one source described the situation:

> It is not literally true that every student who is receiving NYA aid could not enter or remain in college without it....Most students who must earn part or all of their expenses prefer NYA work to other work because the hours...are usually adjusted to their college schedules, and because NYA jobs are more interesting or valuable educationally, or, in some instances, easier....Unless they live at home or receive substantial scholarships, NYA-aided students at private colleges in many cases probably could afford to attend state universities without NYA aid. (6:163-4)

The above observation was, to an extent, true. There will always be loopholes in large-scale aid programs which are carried out with the bare minimum of administrative machinery or controlled in such a de-centralized manner. Yet, in the description of NYA students' financial situations earlier in this paper, it should be apparent that for most, receiving the NYA support meant the difference between staying in school and joining the unemployment lines. It is probably nearer the truth to observe that the program did provide support to many needy and deserving students; on the other hand, many more capable students could probably have benefitted had the money been available.

While the provision of Federal aid for educational purposes was certainly controversial, it was not without precedent. The Federal government had, in the past, made resources available for the support of education through means such as the Morrill land grants, support of instruction at the land-grant institutions, and capital construction and repair assistance. In fiscal years 1934 and 1935, $22,000,000 was set aside to keep rural public schools

open in many areas, thus assuring at least a minimum level of educational opportunity throughout the country. When the decision was made to provide aid to needy college students, it was not so much a radical departure from past policy as it was an evolutionary step fully in line with previous developments.

What makes the study of the NYA particularly interesting for students of today is the fact that it set, in its own way, important precedents which were followed in subsequent Federal legislation. The fact that each C&GSWP applicant had to execute two types of "loyalty" oaths set a precedent for the National Defense Education Act(NDEA) provisions of 1958. As required during the depression, these oaths drew little attention; however, as part of the NDEA legislation, they drew streams of opposition and criticism.

Then, there was the use of parental income as a major screening device to separate the "needy" from the "not-so-needy." This eligibility criteria is prominent in existing student aid programs like NDEA loans and the Federally Insured Student Loan(FISL) program(where only those whose adjusted gross income is under $15,000 per year are eligible).

Making the grants to individuals instead of institutions is another feature which has been carried forward. Only recently has the cause of general institutional aid received wide-spread support. Construction and repair of educational facilities have been funded or supported through loans ever since the WPA and Federal Emergency Administration of Public Works activities during the depression. Now, House and Senate groups are considering cost-of-education grants to institutions based largely on enrollments.

The emphasis on a *quid pro quo* arrangement in providing assistance to students has also been carried through, though the service performed by the student is often indirect or spread out over a long period of time. NYA students performed useful work for their institution in order to receive support; GI Bill recipients served in the armed forces; NDEA Title II students were encouraged to pursue careers in teaching; and, NSF recipients performed useful research, or were encouraged to enter fields which were considered vital to our nation's security.

Then too, many useful research projects grew out of individual student efforts supported by the NYA. These results were probably not forgotten when the fellowship and assistantship provisions of post-World War II educational support bills like NDEA and NSF were drafted.

Finally, the supporters of NYA legislation began to realize as never before, the important relationship which educational programs bore to the national defense. One official verbalized what many had realized for a long time, on the occassion of the NYA's transfer from the WPA to the FSA:

> The national defense requires experienced workers and democracy depends on an educated citizenry for its survival. Thus, by giving youth a chance to get work experience and education, the National Youth Administration is contributing to a stronger America. On the basis of its contribution the NYA has been designated as a national defense agency. (3:1)

In conclusion, one can hardly deny that the nature of Federal legislation today in the field of higher education owes much to the provisions governing—and experiences under—the NYA. While directly affecting only about 10% of those enrolled in day programs of colleges and universities, it was nonetheless an important step toward broadening educational opportunity. Even though it did not bring all who might benefit from such an education into these institutions, it did increase the available sources of support for those whose attendance depended more on finances than on intellect. It was not direct aid to institutional growth, but it contributed indirectly through the work projects, and through the increasing number of students able to pay their fees. Finally, it demonstrated that, given the Federal resources, individual institutions could administer those resources effectively on a local level. Our Government thus did not have to establish new institutions, or impose strict and centralized controls over the public resources it provided; it could work through existing institutions and their staffs.

APPENDIX A

EXECUTIVE ORDER NO. 7086

Establishment of the National Youth Administration Within the Works Progress Administration

By virtue of and pursuant to the authority vested in me by the Emergency Relief Appropriation Act of 1935, approved April 8, 1935 (Public Res. No. 11, 74th Cong.), I hereby establish the National Youth Administration, to be within the Works Progress Administration established under Executive Order No. 7034 of May 6, 1935.

There shall be a National Advisory Committee and an Executive Committee for the National Youth Administration. The members of said National Advisory Committee shall be representatives of labor, business, agriculture, education, and youth, to be appointed by the President. I hereby appoint Josephine Roche as chairman of said executive committee, to serve without additional compensation. The other members of said executive committee shall be appointed by the President.

The National Youth Administration shall be under the general supervision of the Administrator of the Works Progress Administration and under the immediate supervision of an executive director. I hereby appoint Aubrey W. Williams as executive director thereof, to serve without additional compensation. The said executive director shall also be a member of the Advisory Committee on Allotments, established under said Executive Order No. 7034 of May 6, 1935.

I hereby prescribe the following functions and duties of the National Youth Administration:

> To initiate and administer a program of approved projects which shall provide relief, work relief, and employment for persons between the ages of sixteen and twenty-five years who are no longer in regular attendance at a school requiring full time, and who are not regularly engaged in remunerative employment.

In the performance of such duties and functions, expenditures are hereby authorized for necessary supplies and equipment; law books, books of reference, directories, periodicals, newspapers, and press clippings; travel expenses, including the expense of attendance at meetings when specifically authorized by the executive director; and the executive director is hereby authorized to accept and utilize such voluntary and uncompensated services, and with the consent of the State, the services of such State and local officers, and employees, and appoint, without regard to the provisions of civil service laws, such officers and employees, as may be necessary, and prescribe the duties and responsibilities and, without regard to the Classification Act of 1923, as amended, fix the compensation of any officers and employees so appointed: *Provided,* That, in so far as practicable, the persons employed under the authority of this Executive Order, shall be selected from those receiving relief.

(continued)

Allocations will be made hereafter for administrative expenses and for authorized projects.

Franklin D. Roosevelt

The White House
June 26, 1935

EXECUTIVE ORDER NO. 7164

Prescribing Rules and Regulations Relating to Student-Aid Projects and to Employment of Youth on other Projects under the Emergency Relief Appropriation Act of 1935

By virtue of and pursuant to the authority vested in me by the Emergency Relief Appropriation Act of 1935, approved April 8, 1935 (Public Resolution No. 11, 74th Congress), I hereby prescribe the following rules and regulations relating to student-aid projects and to employment of youth on other projects:

1. *Definition of Student-Aid Projects.* Student-aid projects are hereby defined to be projects financed, in whole or in part, from funds appropriated by the Emergency Relief Appropriation Act of 1935, which provide financial assistance to needy young people in amounts which will permit them to continue their education in primary schools, high schools, colleges, or graduate schools, in exchange for part-time work upon useful projects.

2. *Supervision of Student-Aid Projects.* Student-aid projects shall be supervised by the National Youth Administration.

3. *Amount of Aid.* Disbursement of student-aid funds shall conform to the following requirements:

(a) No primary-school or high-school student shall be paid more than $6 per month for the school year.

(b) No college student shall be paid more than $20 per month for the school year, and the average of all payments made to college students during the school year shall not exceed $15 per month per student.

(c) No graduate student shall be paid more than $40 per month for the school year, and the average of all payments made to the graduate student during the school year shall not exceed $30 per month per student.

4. *Administration of Student-Aid Projects.* Methods for the selection of eligible students to receive student aid, the character of the work to be performed by the recipients of student aid, and, all conditions of employment shall be determined by, or under the direction of, the Executive Director of the National Youth Administration.

(continued)

5. *Employment of Youth on Projects.* The maximum and minimum hours of work, the conditions of employment and the monthly earnings to be paid young persons eligible for benefits under the National Youth Administration and employed on projects of the National Youth Administration (other than student-aid projects) and on projects of the Works Progress Administration shall be determined by the Works Progress Administration: Provided, however, that the monthly earnings applicable to part-time employment of such young persons shall not exceed fifty per centum (50%) of the schedule of monthly earnings as set forth in Executive Order No. 7046, dated May 20, 1935, and amendments thereto.

6. *Non-application of Regulations Nos. 1, 2, and 3.* The provisions of Regulation No. 1 as amended (Executive Orders Nos. 7046, 7117, and 7119 of May 20, July 29, and July 30, 1935, respectively), Regulation No. 2 as amended (Executive Orders Nos. 7060 and 7125 of June 5 and August 5, 1935, respectively), and Regulation No. 3 (Executive Order No. 7083) of June 24, 1935) shall not be applicable to student-aid projects as defined in paragraph 1 or to the employment of young persons under paragraph 5 above.

Franklin D. Roosevelt

The White House
August 29, 1935

APPENDIX B

ORGANIZATIONAL CHART: National Youth Administration

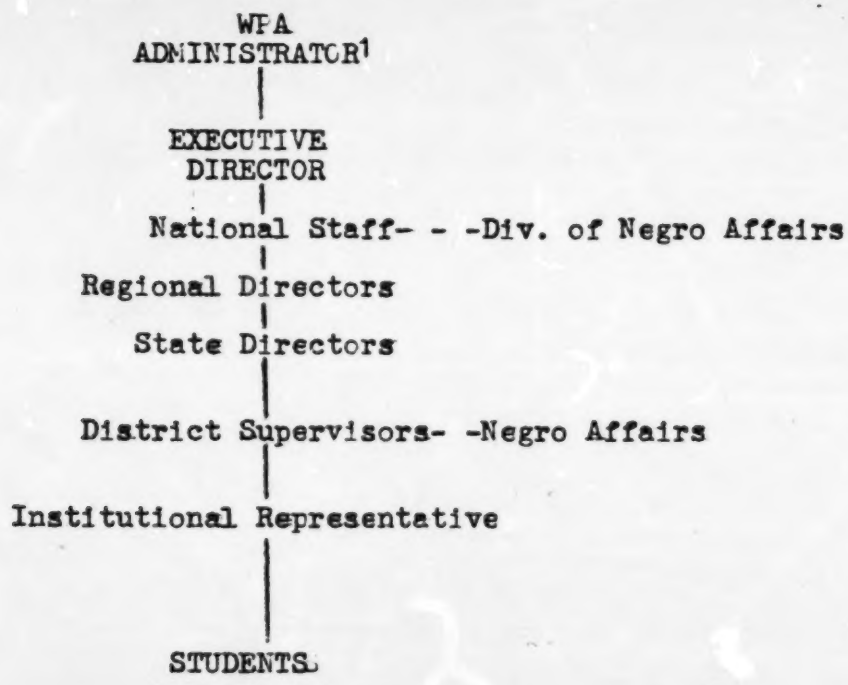

Chart based on information from p. 222, source 6.

[1] as of 1938

APPENDIX C

TABLE 1[1]

Percent of college enrollments used to establish NYA allocations:

Academic Year	Percent Used
1935-36	12.0
1936-37	12.0
1937-38	8.0
1938-39	9.3
1939-40	10.0
1940-41	9.4
1941-42	7.5
1942-43	3.8

TABLE 2[1]

Allowable range of NYA student earnings:

Academic Year(s)	Undergraduate	Graduate
1935-42	$10-20	$10-30
1942-43	$10-25	$10-25

[1]Data obtained from Source 4, pp. 51 and 56, respectively.

TABLE 3[1]

Estimated number of different college students employed on the NYA College and Graduate Student Work program, including earnings, Academic Years 1935-36 through 1941-42.

A	B	C	D	E
ACADEMIC YEAR	STUDENTS EMPLOYED	EARNINGS	TOTAL ENROLLMENT ALL INSTITUTIONS	B/D
1935-36	143,000	$14,135,194	1,200,000	12%
1936-37	160,000	16,141,268		
1937-38	110,000	10,275,822	1,400,000	8%
1938-39	136,000	11,640,421		
1939-40	188,000	14,065,920	1,500,000	12%
1940-41	160,000	14,115,043		
1941-42	122,000	9,095,085	1,400,000	9%
	1,019,000	$89,468,753		

[1] Data obtained from source 4

BIBLIOGRAPHY

1. Advisory Committee on Education. Report of the Committee. House Document No. 529, 75th Congress, 3ed Session. Washington: USGPO, 23 February 1938.

2. Babbidge, Homer, and Rosenzweig, R. The Federal Interest in Higher Education. New York, 1962.

3. Federal Security Agency. Meeting the Problems of Youth: the Story of the NYA. Washington: USGPO, 1941.

4. Federal Security Agency, War Manpower Commission. Final Report of the National Youth Administration: Fiscal Years 1936-43. Washington: USGPO, 1944.

5. Johnson, Palmer O. and Harvey, Oswald L. The National Youth Administration: Staff Study Nr. 13(Advisory Committee on Education). Washington: USGPO, 1938.

6. Lindley, Betty and Ernest K. A New Deal for Youth: The Story of the NYA. New York: the Viking Press, 1938.

7. National Youth Administration. Facing the Problems of Youth: the Work and Objectives of the National Youth Administration. Washington: USGPO, 1941.

8. Rivlin, Alice M. The Role of the Federal Government in Financing Higher Education. Washington: the Brookings Institute, 1961.

9. U.S. Congress. Senate. Committee on Education and Labor. A Bill to Provide for the Termination of the National Youth Administration and the Civilian Conservation Corps. Hearings on S. 2295, Seventy-seventh Congress, Second Session, March 23 to April 17, 1942.